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RECENT EDUCATIONAL BIBLIOGRAPHY. VIII

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This is the eighth annual list of bibliographies of educational topics. The first seven articles have appeared in each October number of the *School Review* from 1898 to date. The following items worth mention have been noted during the past year:

AGRICULTURAL EDUCATION

List of Publications of the U. S. Office of Experiment Stations on Agricultural Education, corrected to June 1, 1905. Washington, 1905. Pp. 8, 8vo. (U. S. Office of Experiment Stations, Publication 807.)

ARCHITECTURE (SEE SCHOOL ARCHITECTURE)

BOTANY—STUDY AND TEACHING

"The Teaching of Botany and of Nature Study." By F. E. LLOYD. (In Lloyd and Bigelow, *The Teaching of Biology in the Secondary School* [New York, 1904], pp. 1–236.)

The chapters treat of the value of botany in secondary education; the content of the botanical course; the methods to be used and emphasized in teaching botany; the laboratory equipment; etc. Each chapter is preceded by a few selected references, and on pp. 229–36 is a classified list of texts, reference books, laboratory manuals, and periodicals for the use of teachers and students. The most important titles are starred, but there are no annotations.

CHILD-STUDY

"A Bibliography of Child-Study in Poland." By ANNA GRUDZINSKA. (In *Pedagogical Seminary*, March, 1905, Vol. XII, pp. 97–98.)

Chiefly a list of translations into the Polish of American articles and works on child-study.

The Child: His Thinking, Feeling and Doing. By AMY E. TANNER. Chicago, 1904. Pp. 430, 12mo.

The numerous references both to books and periodical articles at the close of every chapter form one of the best classified bibliographies extant of the really important and essential literature of child-study. There are eighteen chapters, with concrete captions, thus securing a sufficiently minute working classification. The very few occasional words of annotation only make us wish that the author had attempted more in this direction.

"Bibliography of Child-Study for the Year 1903." By L. N. WILSON. (In *Pedagogical Seminary*, July, 1904, Vol. XI, pp. 83–118.)

Records 486 titles in alphabetical order, followed by the usual subject index. This, the seventh similar annual summary, appears also in separate form as No. 4, Vol. I, of "Publications of the Clark University Library."

CO-EDUCATION

"Literature of Co-education." (In U. S. Bureau of Education, *Report of the Commissioner*, 1903, Vol. I, pp. 1075–78.)

Thirty-nine of these fifty-six titles noted appeared first in the similar list in the *Report of the Commissioner of Education* for 1900–1901, Vol. II, pp. 1310–15, and noted in *School Review*, Vol. XI, p. 683. The seventeen new titles have been chosen to show the history of co-education as set forth by those who have been personally familiar with its progress, together with opinions as to its practical effects based upon scientific considerations or authoritative experience. Brief but helpful notes follow many of the titles.

COLUMBIA UNIVERSITY

Columbiana: A Bibliography of Manuscripts, Pamphlets and Books Relating to the History of King's College, Columbia College, Columbia University. By CHARLES ALEXANDER NELSON. New York, 1904. Pp. 48, 8vo.

A published record of the exhibition of Columbiana on the celebration of the 150th anniversary in October, 1904. A reduced facsimile of the original charter of King's College forms this frontispiece. The arrangement of material is alphabetic under alphabetic class headings, such as "Athletics," "Commencement," etc. As the bibliography is intended to cover only historical material, official publications, such as catalogues, announcements, etc., are not included.

COMMERCIAL EDUCATION

Meaning and Practice of Commercial Education. By C. A. HERRICK. New York, 1904. Pp. 378, 12mo.

Appendix II, pp. 350–70, contains the only important and extensive bibliography of this subject that has yet been printed. It does not claim to be complete, but nearly or quite all of the notable titles are included, although unfortunately there is no designation of these titles among the great number of others relatively less important. A few notes, or even the indication by asterisks, would have been a great aid to the uninformed student using the list, or to the librarian seeking in it a guide to book selection.

DEFECTIVES

Mental Defectives, Their History, Treatment and Training. By M. W. BARR. Philadelphia, 1904. Pp. 368, 8vo.

A useful list of references is printed on pp. 338–47.

EDUCATION

"Bibliography of Education for 1904." By J. I. WYER, JR., and ISABEL E. LORD. (In *Educational Review*, June, 1905, Vol. XXX, pp. 41–93.)

This is the sixth annual number of this analytic, annotated list of the English literature of education. Four hundred and sixty-six items, selected from the annual grist of educational writings as worth notice, are classified by subjects and accompanied by a full author index. The present compilers will be unable to continue this work as in the past, and it would seem as if the National Educational Association or the Bureau of Education might profitably assume the continuation of a similar list. The following titles are indicated by the compilers as representing the cream of the year's

product—books that should be found in every library, and read by, or accurately known to, every serious student of education. The books are grouped by subject.

1. Boone, *Science of Education.*
2. Briggs, *Routine and Ideals.*
3. Horne, *Philosophy of Education.*
4. Wilson, *Pedagogues and Parents.*
5. Hall, *Adolescence.*
6. Chancellor, *Our Schools.*
7. Crawford, *College Girl of America.*
8. Dexter, *History of Education in the United States.*
9. Moseley Commission, *Report.*
10. Coe, *Education in Religion.*
11. Griggs, *Moral Education.*
12. Pease, *Bible School Curriculum.*
13. Religious Education Association, *Proceedings.*
14. Collins, *Teaching of German in Secondary Schools.*
15. Herrick, *Commercial Education.*
16. Jespersen, *Teaching of Foreign Languages.*
17. Lloyd & Bigelow, *Teaching of Biology.*
18. New England History Teachers' Association, *Syllabus.*
19. Rowe, *The Lighting of School Rooms.*
20. Talbot, *S. C. Armstrong.*

Catalogue de la Bibliothèque centrale du Ministère de l'intérieur et de l'instruction publique; tome 2: "Enseignement." Bruxelles, 1905. Pp. 1165, 4to.

A list of 6,742 titles, closely classified, with a good general index. Dewey class numbers are also given, with a comparative table of classes arranged according to the decimal classification. Work of this kind is done so intelligently in Belgium that this volume has a value in all extensive collections of educational books.

GEORGE WASHINGTON UNIVERSITY

George Washington University (formerly Columbian): Bibliography: Titles of Books, Monographs, Papers, etc., Published by Members of the Faculties, Doctors of Philosophy and Doctors of Civil Law. Washington, 1904. Pp. 59, 8vo.

A list like this, recording in detail the publications (chiefly on scientific subjects) of sixty-four members of the present faculty, or of graduates on whom certain degrees have been conferred, can hardly be said to form an important, or scarcely even a legitimate, contribution to the bibliography of a university. While it certainly is *men* that make a university, yet the only real *bibliography* of a university is a list of works about it, not about a thousand and one topics by the men who chance, at a given moment, to form its faculty or to have received its degrees.

GERMAN LANGUAGE

The Teaching of German in Secondary Schools. By E. W. B. COLLINS. New York, 1904. Pp. 232, 12mo.

On pp. 224–32 the author has listed the principal books, pamphlets, and articles found helpful in preparing the book, and he refers the student to a number of books

where more extended bibliographical references may be found. The titles actually listed number about 115, nearly all of them in German.

GERMANY—EDUCATION

Bibliographie der deutschen Universitäten: systematisch geordnetes Verzeichnis der bis Ende 1899 gedruckten Bücher und Aufsätze über das deutsche Universitätswesen. Zweiter besonderer Teil, unter Mitwirkung von W. ERMANN bearbeitet von E. HORN. Leipzig, 1904. Pp. 1236, 8vo.

The first volume of this work, with a brief account of its scope and method, was noted in the *School Review* for October, 1904, This second volume lists under the names of each of forty-six German universities, arranged alphabetically, all the particular literature relating to it; 21,725 titles are included, and an index to both volumes is promised within a few months.

"Literature on Industrial Education in Germany." (In *U. S. Special Consular Reports* [Washington, 1905], Vol. V, No. 33, pp. 145–47.)

About fifty titles of German books published since 1866 are classified under the headings "Industrial Continuation and Trade Schools;" "Commercial Schools;" "Commercial High Schools;" "Technical High Schools;" "Schools for Industrial Art." References are also given to twenty articles on these topics which have previously appeared in the *U. S. Consular Reports.*

HISTORY

A History Syllabus for Secondary Schools: Outlining the Four Years' Course in History Recommended by the Committee of Seven of the American Historical Association. By the New England History Teachers' Association. Boston, 1904. Pp. 375, 12mo.

Abundant, exact, and minute references accompany these outlines. The references are to a wider range of books than most high-school libraries own; but if this fact acts as a stimulus to library growth, it will be a good thing.

HYGIENE (see SCHOOL HYGIENE)

INDUSTRIAL EDUCATION (see GERMANY—EDUCATION)

LANGUAGE TEACHING (see GERMAN LANGUAGE)

NATURE STUDY

A few Good Books and Bulletins on Nature Study, School Gardening and Elementary Agriculture for Common Schools. By D. J. CROSBY. Washington, 1905. Pp. 4, 8vo. (U. S. Office of Experiment Stations, Circular 52.)

This little reference list, and much of the material noted in it, can be had free either from the Office of Experiment Stations or from the experiment stations of the different states.

Special Method in Elementary Science for the Common School. By C. A. MCMURRY. New York, 1904. Pp. 275, 12mo.

Ample references accompany each topic treated in the "Outline Course in Nature Study" (pp. 172–246), which is mapped out for the entire eight grades. Besides this, chap. 10, "Books as an Aid to Science Teaching," opens with a few pages of practical

advice, followed by a well-chosen classified list of several hundred books for both teacher and pupils. How often we are obliged to criticise such lists for the disregard of the veriest elementary principles of good cataloguing! For instance, in the section "Text-Books" are forty-one titles. They are neither arranged alphabetically by author's surname (which is the best way) nor by title (which is a little better than no arrangement at all), but just thrown together haphazard, so that one must begin at the beginning and look through the whole list to discover if a certain book is included.

Education through Nature Study: Foundations and Method. By J. P. MUNSON, New York, 1904. Pp. 297, 12mo.

A list of reference books for the teacher's library is given, but it is not notable for careful selection.

PESTALOZZI

Pestalozzi-Bibliographie: die Schriften und Briefe Pestalozzis nach der Zeitfolge; Schriften und Aufsätze über ihn nach Inhalt und Zeitfolge. Von AUGUST ISRAEL. 3 vols., 8vo. Berlin, 1903–4. ("Monumenta Germaniae Paedagogica," Vols. XXV, XXIX, XXXI.)

RELIGIOUS EDUCATION

Moral Education. By E. H. GRIGGS. New York, 1904. Pp. 352, 8vo.

Would that every author who appends a "Bibliography" to his work produced as good a one as that on pp. 297–341 of the above work. It is avowedly not all-inclusive, and for the very good reason that it would waste space and money to catalogue all the rubbish that has been printed on this subject. It is far more than the too frequent hastily tossed together jumble of good, bad, and indifferent references which have come to an author's notice. Besides rigorously excluding material of no value, Mr. Griggs has omitted books and articles which have been quite superseded by more recent work, and (most helpful of all) he has fully and frankly annotated almost every title, thus multiplying many times its practical usefulness to students. His arrangement is alphabetical by authors, the best cataloguing practice is observed in the form of headings, cross-references are given when needed, and arrangement of imprint items is uniform and sensible.

For further material on Religious Education, consult the heading "Sunday-School Teaching" below.

SCHOOL ARCHITECTURE

The Lighting of School-Rooms. By S. H. ROWE. New York, 1904. Pp. 94, 12mo.

A list of twenty-three carefully chosen English and German titles on school architecture and hygiene. Helpful description and comment accompany each title.

SCHOOL HYGIENE

"Notizen zur Hygiene des Unterrichts und des Lehrerberufes." Von LEO BURGERSTEIN. (In Burgerstein und Netolitsky, *Handbuch der Schulhygiene* [2e Auflage, Jena, 1902], pp. 998, 8vo.)

The bibliographic references in this new edition of a now thoroughly standard work are numerous, accurate, and of international scope.

SUNDAY-SCHOOL TEACHING

Grading the Sunday-School the Outcome of Organization. By J. W. AXTELL. Nashville, 1904. Pp. 121, 12mo.

The bibliography is limited to the topic of grading, is helpfully annotated, and includes not only general references on the subject, but lists of graded textbooks, lesson-helps and courses of study. Such careful treatment of specific points in Sunday-school work illustrates the recent awakening in rational religious education.

"One Hundred Good Books for Sunday School Workers." (In LAWRENCE MARION, *How to Conduct a Sunday School* [New York, 1904], pp. 253–64.)

Classified under the following headings "Organization and History;" "Religious Education in General;" "Methods;" "Primary and Junior;" "Intermediate and Advanced;" "Home Department;" "Blackboard Work;" "The Superintendent;" "The Pastor;" "Pedagogy;" "Psychology;" "Teacher Training;" "Missions." Every title is annotated. The two notable volumes from the Religious Education Association are not noted in the lists. The arrangement of titles under each subject should be alphabetic by authors' names, which should precede the titles.

After the Primary What? A Manual of Methods for the Junior Department of the Bible School. By A. H. MCKINNEY. New York, 1904. Pp. 146, 8vo.

An Outline of a Bible-School Curriculum. By G. W. PEASE. Chicago, 1904. Pp. 418, 12mo.

At the ends of paragraphs and chapters, and forming the whole of chaps. 11 and 14, are to be found lists of reference readings for the teacher, of supplementary reading or pupils, and of suggested courses for advanced Bible study, with accompanying bibliography. The minute topical references will be of great help to any serious Sunday-school teacher.

ZOOLOGY—STUDY AND TEACHING

"The Teaching of Zoölogy in the Secondary School." By M. A. BIGELOW. (In LLOYD AND BIGELOW, *The Teaching of Biology in the Secondary School* [New York, 1904], pp. 241–491.)

The different chapters are accompanied by full bibliographical references on the methodology of the subject, but probably the most useful list is that in chap. 10 (pp. 414–47), zoölogical books. This is the best list anywhere in print for the secondary-school teacher of zoölogy; in fact, many college libraries and laboratories will find it helpful. Lists of dealers in materials, museum specimens, laboratory apparatus, and supplies are given, and under each subdivision of zoölogy are grouped the titles of carefully chosen books and periodicals, accompanied by helpful notes and textual comment. The bibliographical references are far better in the zoölogical than in the botanical part of this useful book.